



# Field Trip Packet

Pioneer Day  
Grades 4-6



# George Washington Carver National Monument

## Field Trip Information Sheet

- **ARRIVAL**

When arriving at George Washington Carver National Monument, **please send one teacher into the visitor center front desk to check in.** You may return the park film (if applicable) at this time and pick up your group's schedule, which has been prepared in advance by a park ranger. You may stop your bus in front of the visitor center but please leave your group onboard until you receive instructions from a park ranger concerning the starting location for your program. Bus parking is located on the south side of the parking lot.

- **SCHOOL GROUP ENTRANCE**

Student groups are asked to use the door on the south side of the visitor center. Please look for the school bus sign welcoming you and pointing the way. This is the door to use during the course of the field trip visit (lunch time, restroom breaks), which really helps avoid congestion in the main lobby of the visitor center. **Please remind each teacher and chaperone of this request.** Other visitors will be viewing the park film in the theater or visiting the museum, so we want to keep noise in those areas to a minimum.

- **YOUR SCHEDULE**

Your group should be ready to begin at the scheduled time, usually 10:00 a.m. (see group reservation form). Please allow enough time for a restroom break before your program begins. **A late arrival necessitates adjustment of educational programming.**

- **CHAPERONES**

Teachers and chaperones should be with students at all times. Please provide 1 chaperone for every 5-10 students. ***Please see chaperone list (attached).***

- **PICNIC FACILITIES**

Lunches may be eaten in the picnic grounds or, during inclement weather, inside the multipurpose room. Food, drinks, and chewing gum are not allowed inside park facilities.

- **MUSEUM STORE**

The museum store, located inside the visitor center, is operated by the Carver Birthplace Association. Your group's schedule here is incorporated into the discovery area time. Please rotate students between those two areas, limiting visits in the museum store to about 10-12 students at a time, with lots of chaperones. The small space has potential to become overcrowded and noisy. Please avoid lining up students inside the lobby area, out of courtesy to other visitors.

- **WEATHER**

In the event of a severe storm warning, the trail will be closed to all visitors. Park rangers will work to provide a quality field trip experience by providing alternative activities. However, the schedule may be shortened if the trail is closed or if cold, rainy weather keeps the group indoors.

- **SAFETY NOTE (Peanut Allergies)**

***Peanuts are in use*** at George Washington Carver National Monument. Peanut growing kits and raw peanuts may be found at the park. Please notify parents and students of this safety issue.

**There is no charge for park programs. Enjoy your visit!**

## Directions to George Washington Carver National Monument

### From Interstate 44:

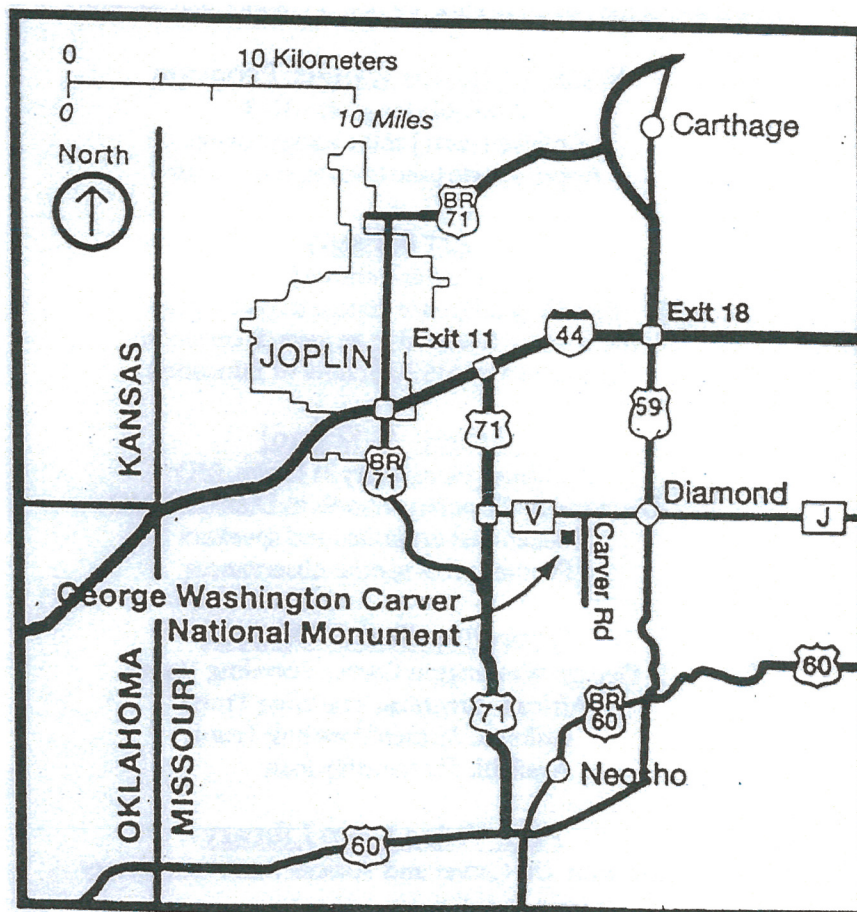
From Exit 11A on I-44, take US 71 south to Highway V. Go east 4 miles, then south  $\frac{1}{2}$  mile on Carver Road.

From Exit 18A on I-44, take Highway 59 south to Diamond. Go west 2 miles on Highway V, then south  $\frac{1}{2}$  mile on Carver Road.

### From Neosho, MO:

Take US 71 north to Highway V. Go east 4 miles, then south  $\frac{1}{2}$  mile on Carver Road.

Take Highway 59 north to Diamond. Go west 2 miles on Highway V, then south  $\frac{1}{2}$  mile on Carver Road.





# Pioneer Days Education Program

Suggested Grades 4-6

## **Carver's "hands-on" philosophy of education:**

*"The thoughtful educator... understands that the most effective and lasting education is the one that makes the pupil handle, discuss and familiarize himself with the real things about him..."*

George Washington Carver, Bulletin #18 entitled *Nature Study and Gardening for Rural Schools*, 1910

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## **State and National Social Studies Curriculum Standards**

### **Show-Me Standards**

- **SS2 G1.5:** Continuity and change in the history of Missouri, the US, and the world
- **SS6 G2.4:** Relationships of the individual and groups to institutions and cultural traditions

### **U.S. History (5-12): National Standards for History**

- **Strand/Standard 10** How the industrial revolution, increasing immigration, the rapid expansion of slavery, and the westward movement changed the lives of Americans and led toward regional tensions
  - **Big Idea 4** The student understands the rapid growth of "the peculiar institution" after 1800 and the varied experiences of African Americans under slavery.
  - **Big Idea 5** The student understands the settlement of the West.
- **Strand/Standard 11** The extension, restriction, and reorganization of political democracy after 1800.
  - **Big Idea 2** The student understands how the debates over slavery influenced politics and sectionalism.
- **Strand/Standard 14** The course and character of the Civil War and its effects on the American people.
  - **Big Idea 2** The student understands the social experience of the war on the battlefield and homefront.

## **Program Description**

The Pioneer Day field trip at George Washington Carver National Monument is designed to help students learn about life on the Carver homestead during the settlement of the Carver farm and the childhood of George Washington Carver, through a variety of interactive stations. Stations contain information on Moses and Susan Carver's settlement on this land in southwestern Missouri during the 1830s, the issue of slavery in Missouri and on the Moses Carver farm, effects of the Civil War, bushwhacker activity, daily life on the Carver farm, and the early life of George Washington Carver. This program brings students to the actual location of the events they will be studying.

Teachers and chaperones should stay with their groups as they rotate through each station. The program is best conducted with at least two chaperones per group. Pioneer Day station topics may include:

- |                               |                               |
|-------------------------------|-------------------------------|
| • Lye Soap & Laundry          | • Toys & Games                |
| • Candle-Dipping              | • Storytelling: homesteading, |
| • Dutch-Oven Cooking          | slavery, Civil War,           |
| • Agriculture & Corn Planting | bushwhackers, young George    |

## **Special Safety Notes**

Stations may include a campfire, hot wax, small agricultural equipment, and flying toys. It is important that group chaperones remain attentive to students while the park ranger or volunteer conducts the program. Unacceptable behavior will result in removal from the program.



## **BEFORE YOUR VISIT**

To make the Pioneer Day field trip more meaningful for your students, choose from the following activities, as appropriate for your class:

- Primary documents exercises
- Vocabulary list
- Have each student think of one thing they want to learn during the field trip. Encourage a variety of questions and list them on a poster board, etc.
- Read a book chosen from the book list; write a report.

### **Book List**

*A Pocketful of Goobers, A Story about George Washington Carver*, Barbara Mitchell, Carolrhoda Books, Inc., 1986.

*George Washington Carver, Botanist*, Gene Adair, Chelsea House Publishers, 1989.

*The Story of George Washington Carver*, Eva Moore, Scholastic, 1971.

## **ON THE DAY OF YOUR VISIT**

Report to the visitor center, receive your schedule, and organize your group(s). Park rangers and volunteers will be waiting at each station. Travel to the first station and please help your group stay on schedule.

## **AFTER YOUR VISIT**

To support the learning from the field trip, choose from the following activities, as appropriate for your class:

- Write and illustrate a short story (or poster, poem, rap, etc.) about the Pioneer Day field trip to George Washington Carver National Monument
- Take out the student questions from before the trip and fill in the answers. Find out if everyone learned something new from the field trip.
- Write a letter to the park rangers and volunteers
- Word search
- Maze

## PRIMARY DOCUMENTS EXERCISE

Use the *Fifth Annual Report of Missouri Public Schools, 1869-1870, Abstract of Reports of Colored Schools* and the *Moses Carver Livestock and Crops 1850-1880 Census* to answer the following questions:

### Education

1. How many black children of school age lived in Newton County in 1869-1870?
2. How many black students attended school in Newton County that year?
3. Why do you think some black children did not attend school?
4. About how long was the school term, in months?
5. How many total schools, public and private, for black children were there in Newton County?
6. How many teachers were there for the black schools in Newton County?

### Agriculture & Laundry

1. How many oxen & mules did Moses Carver own in 1850? \_\_\_\_\_ 1880?  
\_\_\_\_\_
2. Why do you think Moses Carver need more work animals in 1850 than in 1880?
3. Which grain crop was listed on the Carver census every year?  
\_\_\_\_\_
4. Name two farm products the Carvers grew that may have been used to sweeten their food.  
\_\_\_\_\_
5. Which farm product listed on the census every year was produced by farm animals that are listed on the census every year? \_\_\_\_\_



## Vocabulary Words

Each word on this list relates to the life of George Washington Carver. To prepare for your visit to the park, write a brief definition for each word.

1. slavery: \_\_\_\_\_
2. orphan: \_\_\_\_\_
3. racial segregation: \_\_\_\_\_
4. racial integration: \_\_\_\_\_
5. agriculture: \_\_\_\_\_
6. Indian corn: \_\_\_\_\_
7. ash-hopper: \_\_\_\_\_
8. lye: \_\_\_\_\_

## Brain Stretcher:

How does each word relate to George Washington Carver ?

## Moses Carver Livestock and Crops, 1850 – 1880 Census

	<u>1850</u>	<u>1860</u>	<u>1870</u>	<u>1880</u>
Horses	21	11	10	24
Milch cows	6	4	3	4
Mules	2	3	0	0
Other cattle	11	10	7	2
Sheep	15	11	38	8
Swine	30	15	15	20
Working oxen	4	0	0	0
Poultry	0	0	0	25
Total Stock	89	54	73	83
Total Value	<u>\$966</u>	<u>\$1,110</u>	<u>\$700</u>	<u>\$900</u>

Indian Corn	1500 bu.	1000 bu.	500 bu.	1500 bu.
Wheat	50 bu.			
Oats	500 bu.	200 bu.		100 bu.
Irish Potatoes	10 bu.		15 bu.	
Hay	1 ton	2 tons		
Flax	20 lbs			
Wool	40 lbs	24 lbs	100 lbs.	100 lbs.
Rye				40 bu.
Beeswax		12 lbs		
Honey		200 lbs		
Sugar Molasses			20 gal	
Orchard (520 trees)	\$3 value	\$50 value	\$500 value	



(The following is a typewritten reproduction of the original report)

## **1874 Superintendent's Report**

### **Newton County**

#### **John W. North, Commissioner**

The interest felt in popular education in the county is considerable, yet owing to the almost complete failure of crops and the consequent scarcity of money, a few men have clamored for cheap teachers. The qualifications of our teachers are, as a general thing, only medium. There are, however, in Newton County, quite a number of teachers possessing good abilities, and some of rare accomplishments. These should never be allowed to wander in search of employment, but should be retained in our midst.

The hindrances to our schools are such as generally exist and therefore need not be specified.

Many parents do not seem to understand the importance of providing their children with good, comfortable school houses, and in the selection of teachers choose the cheapest on the ground that "he will do for our school."

The opposition to free school is fast dying out, and the prospects for the future are good. The citizens of Newtonia have for several years been organized under the laws governing cities and towns, and have built a good and commodious school building at a cost of \$7,500. They have also secured the services of J.W. Mathis, A.M., (late curator of the State University of Missouri) under whose skilful instruction the school is destined to become a powerful educational leader in our midst. We might mention the names of other worthy teachers, but space forbids.

I desire to return to you my thanks for your assistance in the discharge of my official duties and for your untiring efforts in the cause of education in our state.

In conclusion, allow me to state that I look forward to the not far distant future when the people of these United States shall fully realize that common schools are the forts and colleges are castles of the land, against which despotism will be all in vain.

# Rules for teachers

Fill the lamps and clean the chimney each day.

Bring in a bucket of water each day.

Men teachers may take one evening each week for courting purposes, or two evenings a week if they go to church regularly.

Women teachers who marry or engage in improper conduct will be dismissed.

Any teacher who smokes, uses liquor, visits pool halls, or gets shaved in a barber shop will give good reasons for people to suspect his worth, intentions, and honesty.

The teacher who performs his labor faithfully and without fault for five years will be given an increase of twenty-five cents per week in his pay.



Though Carver had many obstacles to overcome during his life, he also was blessed to have many mentors, different people at different times that invested their time or advice in him.

If you follow the maze path correctly you will be able to list people that served as a mentor or other wise helped Carver. They are listed in chronological order.

1. \_\_\_\_\_ gave birth to George.
2. \_\_\_\_\_ and \_\_\_\_\_ Carver provided a home for George as a young boy and sent some one to find him and his mother after they were kidnapped.
3. \_\_\_\_\_ Watkins gave George a Bible and a home while he attended his first school in Neosho.
4. The \_\_\_\_\_ family gave him a home in Kansas during his teen years.
5. George kept house and lived with a family named \_\_\_\_\_ the year he was rejected at Highland College.
6. In Ness County George took his first art lessons from \_\_\_\_\_.
7. Though he had to live in a shack, George W. Carver was persuaded to attend Simpson College by Dr. and Mrs. \_\_\_\_\_ to study art.
8. \_\_\_\_\_ encouraged him by giving him tickets& sending a bouquet when he graduated.
9. Miss \_\_\_\_\_ learned of Carver's interest in plants and encouraged him to attend Iowa State College where her father was the professor of horticulture.
10. \_\_\_\_\_ Wallace was a mentor to Carver and then Carver became a mentor to his son, \_\_\_\_\_ \*Wallace.
11. L.H. \_\_\_\_\_ was a post-graduate advisor that encouraged Carver's interest in fungi and plant disease.
12. \_\_\_\_\_, Carver's Tuskegee friend, focused on economic development and uplifting the former slave.

# A-Mazing Carver Mentors!



Carver invested 47 years of his life helping his people and others while at Tuskegee.

\*Did you know that George Washington Carver was a mentor to a U.S. Vice-President?

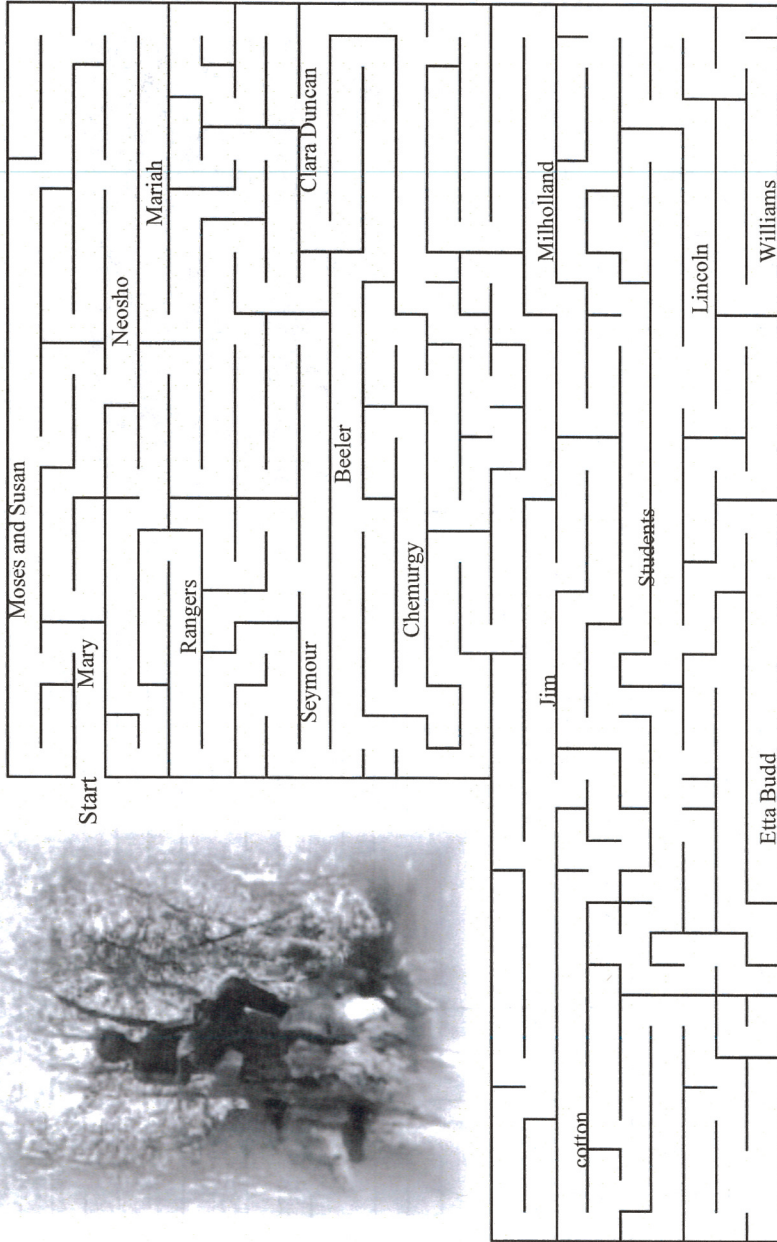


# A-Mazing Carver

## Mentors!

1. Mary gave birth to George.
2. Moses and Susan Carver provided a home for George as a young boy and sent some one to find him and his mother after they were kidnapped.
3. Mariah Watkins gave George a Bible and a home while he attended his first school in Neosho.
4. The Seymour family gave him a home in Kansas during his teen years.
5. George kept house and lived with a family named Beeler the year he was rejected at Highland College.
6. In Ness County George took his first art lessons from Clara Duncan.
7. Though he had to live in a shack, George W. Carver was persuaded to attend Simpson College by Dr. and Mrs. Milholland to study art.
8. Students at Simpson College encouraged him by giving him tickets& sending a bouquet when he graduated.
9. Miss Etta Budd learned of Carver's interest in plants and encouraged him to attend Iowa State College where her father was the professor of horticulture.
10. Henry C. Wallace was a mentor to Carver and then Carver became a mentor to his son, Henry A.\* Wallace.
11. LH Pammel was a post-graduate advisor that encouraged Carver's interest in fungi and plant disease.
12. Booker T Washington, Carver's Tuskegee friend, focused on economic development and uplifting the former slave.

This list ↑ is the solution key to both of the older students' mazes.



Carver invested 47 years of his life helping his people and others while at Tuskegee.

\*Did you know that George Washington Carver was a mentor to U.S. Vice-President Henry A Wallace? Sk-2,3



The words listed below are also in the puzzle. Can you find them? Some of them are written sdrawkcab (backwards) or diagonally.

CARVER MOSES  
CHORE PLANT  
CLEAN STUDY  
FLOWER SUSAN  
HOUSE WORK  
IRON



Date \_\_\_\_\_

Name \_\_\_\_\_

## I Can-Do, Can You?

R	X	S	F	S	K	J	N	J	P
W	E	W	E	N	F	A	J	S	L
O	I	W	A	S	S	I	T	D	A
R	E	E	O	U	O	U	R	K	N
K	L	Y	S	L	D	M	U	O	T
C	Q	V	I	Y	F	N	A	U	V
C	A	R	V	E	R	O	O	A	Z
Q	H	O	U	S	E	Y	M	R	W
J	X	E	R	O	H	C	H	Q	I
X	D	K	C	J	N	I	Q	D	E

Date \_\_\_\_\_ Name \_\_\_\_\_

The words listed below are also in the puzzle. Can you find them? Some of them are written sdrawkcab (backwards) or diagonally.

CARVER MOSES  
CHORE PLANT  
CLEAN STUDY  
FLOWER SUSAN  
HOUSE WORK  
IRON



## I Can-Do, Can You?

R	X	S	F	S	K	J	M	J	P
W	E	W	E	N	F	A	J	S	L
O	I	W	A	S	S	I	T	D	A
R	E	E	O	U	O	U	R	K	N
K	L	Y	S	L	D	M	U	O	T
C	Q	V	I	Y	F	N	A	U	V
C	A	R	V	E	R	O	O	A	Z
Q	H	O	U	S	E	Y	M	R	W
J	X	E	R	O	H	C	H	Q	I
X	D	K	C	J	N	I	Q	D	E

## Top Ten Things Kids Love in the Museum Store at George Washington Carver National Monument!

10. Post Card – 50 ¢
9. Pencil – 35 ¢
8. US Constitution and other historical documents –  
\$1.25 - \$1.95
7. Yo-Yo - \$2.95
6. Puddle Jumper - \$2.95
5. Jacob's Ladder - \$1.95
4. A Scholastic book on George Washington Carver - \$5.99
3. A Poster of George Washington Carver - \$3.50
2. Peanut Growing Kit - 50 ¢
1. Dog Tag - \$3.50

*Updated January 2011; all prices subject to change*



The sales area is operated by the Carver  
Birthplace Association.

George Washington Carver National Monument  
Diamond, MO



# Congratulations!

You are a *chaperone* on the field trip to George Washington Carver National Monument.

Webster says: ***chaperone*** - one delegated to ensure proper behavior

Your teachers appreciate your help and so do the park rangers and Volunteers In Parks (VIPs). Here are a few things chaperones can do to help make the field trip educational, safe, and fun.

- Lead your group through the south door of the building.
- Escort students to restroom or drink fountains on the lower level.
- Remind students to use inside voices when inside discovery area or museum store.
- Focus student attention on the exhibits in the discovery area.
- Help students know that when the park ranger or VIP is talking, it is time to listen.
- Be a helping hand in the science lab or one-room schoolroom.
- Supervise students inside the museum store and help them with purchases.
- Turn cell phone on silent and take phone calls away from the group during programs.

If it rains, be ready for Plan B! We will need extra help if the children are indoors 😊

**THANKS FOR YOUR HELP!**